

# Maths:

## WEEK 1 (Tuesday – Thursday): TELLING THE TIME – Duration (how long things take)

### Day 1: Keep a time diary

For the next 24 hours, I would like you to keep a diary of some of the things you have done. Use the table in your learning pack as a template (saved as TIME DIARY TEMPLATE).

You need to record:

- The activity e.g. a walk in the woods
- What time it started
- What time it ended
- The total duration (how long it took)

I have included a template for a paper cut-out clock which you could use if you're able to print it out. If not, you could draw one carefully (as a grown up to help you – and draw round something round). You can then move the hands on the clock to help you work on the time each activity took.

### Day 2 and 3: Mathletics – Telling the time

Work through the activities I have set you on Mathletics over the two days. If you do not have your log in for mathletics, please email me [janine.bennett@greenway.herts.sch.uk](mailto:janine.bennett@greenway.herts.sch.uk)

If you are struggling with these, recap what you did last week. You might want to look at the following websites to practise telling the time:

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

### Day 4 – Estimating time

Look at the list of activities in the document called: ESTIMATING TIME ACTIVITIES in your learning pack.

Estimate means to take an 'educated guess'. It's a skill and a really good way to start to understand 'duration' (how long things take).

For each activity in the list I would like you to **estimate** how long **you think** each will take.

Then you need to time each activity. You could ask a parent to use a timer on their phone or on a tablet. There are lots of timers online. Try <https://www.online-stopwatch.com/classroom-timers/>

When you have finished the activities, review your times. How accurate were your estimations. Which activity were you most wrong about? Why do you think this is?

## WEEK 2: TELLING THE TIME - DURATION

(If you are still not confident telling the time to 5 minute intervals, please check back and recap last week's learning, before progressing onto the activities this week).

### Day 1: - Measuring Duration (how long things take)

The amount of time something takes to happen is the amount of hours and minutes that the hands have travelled around a clock.

Work through the slides (DAY 1 – MEASURING DURATION SLIDES) and then choose your activity level (DAY 1 – MEASURING DURATION - Mild, Spicy or Hot).

### **Day 2: Duration**

Work through the slides (DAY 2 - DURATION SLIDES in your learning pack).

Next, choose your challenge. You need to work out how long different movies last. Take care to choose the right level of challenge, depending on how confident you feel. These are saved in one file:

DAY 2 - MOVIE DURATIONS ACTIVITIES and ANSWERS

### **Day 3: Duration Practise**

Depending on how you got on yesterday, choose an appropriate challenge (DAY 3 - MASTERING DURATION ACTIVITIES and ANSWERS - Mild, Spicy or Hot). Use a paper clock (see resources) or you could try <https://toytheater.com/clock/> to help you.

### **Day 4 – Duration – Worded Problem Solving**

Now its time for some real life problems!

Choose your level (saved as DAY 4 TIME WORD PROBLEMS - Mild, Spicy or Hot). Remember, you must read each problem carefully and underline the important information. What does the question ask you to find: How long something lasts or what time does it start or finish...?

Use your online or paper clock to help you work out the answers.

### **Day 5 – Duration Challenges**

Nearly there! Now you know all about calculating duration, choose your challenge:

**Either:**

**SPICY / HOT:** Easter Bunny Code Breaker Challenge: solve time duration problems to find clues to the Easter joke punchline! (DAY 5 – EASTER BUNNY CHALLENGE)

**Or:**

**EXTRA HOT:** How many Time Challenges can you solve in 30 minutes? Remember to have a pencil and piece of paper to help you with your calculations! (DAY 5 – TIME CHALLENGES)

(Remember, if you're still not confident telling the time, then please go back to last week's learning. It is important that you master how to tell the time using 12 and 24 hours formats before moving on).